

WINTER 1969

CANADIAN CAMPING

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CANADIAN CAMPING

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Publisher—Mrs. G. W. Flynn 75 Crescent Road, Apt. 8, Toronto 5, Ontario.

Editor—Mrs. A. E. Harshaw, 35 Thorncliffe Park, Apt. 704, Toronto 17, Ontario.

Editorial Committee: Don Groff, Chairman, Joyce Bertram, Eanswythe Flynn, Margaret Govan, Jean Darrach, Jocelyn Palm, John Latimer, Ann Prewitt, Bruno Morawetz, Jack Pearse, Kirk Wipper, Ted Yard, Mary L. Northway.

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NEW —

and

— OLD

*by Albert D. Browning, President
Newfoundland and Labrador
Camping Association*

Camping is something new and something old in Newfoundland! Something old, because Newfoundland is the cradle of white civilization in North America. It is the region where the Viking adventurers landed and camped in Anno Domini One Thousand and One and named the newly discovered country Markland or land of Forest. It is the New Found Isle of John Cabot who sailed westward from Bristol in 1497 and made his landfall at Cape Bonavista. Yes, something old is camping in Newfoundland for since their inception Boy Scouts, Girl Guides and the boys of the Church Lads Brigade have been under canvas on the trails of the Beothucks, Newfoundland's vanished race, the Vikings and the likes of John Cabot.

Camping is something new in that residence camps in Newfoundland have a history of just over 20 years, the first being established at Lewisporte in 1946 by the United Church of Canada. This was later moved to Loon Bay, on the road to the Isles. Since then the United Church has established two other Camps, Fair Haven on the west coast, and Burry Heights on the east coast. The other four residence camps in the province are owned and operated by the

Anglican Church and The Salvation Army. Located on the west coast in the Bonne Bay area, which is proposed as Newfoundland's second National Park, is Killdevil Camp, and at Mint Brook in Central Newfoundland Gambo region the Anglican have their second Camp. The Salvation Army Camps are located at Northern Arm in Central Newfoundland near Botwood, and Camp of The Silver Birches on Deer Lake on the west coast.

For several years the Y.M.C.A. and the Y.W.C.A. have operated day camps. Other church organizations, the Co-op, 4-H Clubs, Boy's Clubs and the Diabetic Association rent camp facilities for shorter periods during the summer months. Throughout the summer months the Newfoundland Branch of The Canadian Red Cross visit all camps regularly with their Water Safety Programme.

The Newfoundland and Labrador Camping Association is really something very new. Sponsored by the Physical Fitness Division of the Department of Provincial Affairs, an exploratory meeting was held, March 30, 1965. This led to the organization, election of officers and adopting of a constitution, January 31st, 1966.

First Conference

The first Newfoundland Camp Conference for Camp Directors and Camp

Committee members was held in St. John's, January 29 and 30, 1967. Mr. Gerald Schofield, Y.M.C.A., Ottawa, was the main resource person. The best use was made of local resource leaders who covered such topics as leadership, wilderness camping, with a detailed account of navigable waters in Newfoundland. Dr. E. Pruitt of the Natural History Society of Newfoundland spoke on how children can be taught the awareness of nature while enjoying a camping experience. This conference made each delegate aware of the need for such Conferences and the necessity of a Camping Association for the benefit of all engaged in the exciting business of camping.

A second conference was held at Memorial University of Newfoundland, St. John's in January 1968. Two leadership training weekends were conducted in 1967 and 1968. This year's event was sponsored by the Newfoundland and Labrador Camping Association and the Y.W.C.A., with very generous financial support being given by the Provincial Government of Newfoundland and the Y.W.C.A. Special resource leaders were Miss Barbara Murphy, National Day Camp Leadership Training Director and Mr. Jack Pearce, of Waterloo University Physical Education Department and well-known in the Ontario Camping Association. This very professional and excellent team made a tremendous contribution to Camping in general in Newfoundland. In September of 1968 the Newfoundland and Labrador Camping Association were honoured and pleased to learn that they had been received as affiliate members of the Canadian Camping Association.

Leadership

The birth of the Newfoundland and Labrador Camping Association has not been easy. In fact, in 1966, our first

year of existence, we had no less than three Presidents! This rapid turnover was largely due to this transient age. Due to so few having camping experience it has not been easy to enlist an executive. The present executive consists of Honorary Chairman, The Honourable Dr. G. A. Frecker, LL.D., M.H.A.; Past President, Dr. Douglas Eaton; President, Major Al Browning; Vice-President, Rev. A. B. LeGrow; Secretary-Treasurer, Miss Marjorie Ball to whom we are most grateful as the only charter executive member. Mr. Graham Snow, Director of The Physical Fitness Division of The Provincial Government has given excellent support as Government representative and adviser.

Picture a vast 156,185 square miles of almost virgin territory, etched with thousands of lakes and streams and upholstered with endless miles of evergreen forests and rolling barrens of tundra. This is the province of Newfoundland and Labrador in terms of the geography that makes it a paradise for camping. Its total area encompasses more than thirteen thousand square miles of water and many of the lakes and streams have never floated an artificial fly or rippled to the tread of a wading boot.

The Provincial Government of Newfoundland is to be commended for the development of excellent camping parks in attractive locations where the natural state of the unspoiled wilderness is preserved. Family camping is very much on the increase in Newfoundland, although to date no one has established a private residence camp.

A Tremendous Adventure

However, the facilities and programme of the established resident camps operated by the churches are developing exceedingly well. Most camps are now employing a permanent

summer service staff and due consideration is being given to camp standards. We have no difficulty whatsoever in meeting our quota of campers. For many campers from the outport communities of our happy Province, a resident Camping experience has been a tremendous adventure. Just imagine going to Camp to see your first train, an opportunity to see an overseas ship, besides all the other usual experiences of camp life, such as exploring the world of nature, making new friends, participating in a variety of organized activities hitherto unknown to you, sharing in the wonderful mystical experience of a camp fire which must always be located three feet from a body of water during the summer months in Newfoundland! The novelty of camping has by no means worn off in Newfoundland and Labrador. Its educational, spiritual, social and citizenship values are unlimited. We who are engaged as Camp Directors and staff are deter-

mined to profit by the experiences of others in the Canadian Camping Association.

Several Camps are experimenting in unit camping and in co-ed camping. In fact in 1969 The Salvation Army is sponsoring a National Co-ed Camp for Venturer Scouts and Girl Guide Rangers at their Camp of The Silver Birches in Newfoundland. Our new campers have given much evidence of appreciating the opportunity to learn. Through the Camping Association we hope to enlist many more to assist in developing camping in general in Newfoundland. We urgently need experienced counselors, and waterfront directors. Our doors are wide open and we will warmly welcome any who would like to come over and help us in our great outdoor adventure in camping. We believe you, too, with us will discover something new and something old in camping in Newfoundland and Labrador!

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BIRDS

A Health Problem At Camp

by J. H. Ebbs, M.D., F.R.C.P.

Unexplained illnesses are sometimes traced to diseases transmitted from birds. For instance, bronchial conditions, such as asthmatic attacks, particularly in people who have allergies, are occasionally traced to the sensitivity of the individual to pet birds. The most severe form is one which, in addition to asthma-like attacks, shows a fever and cough with sputum and a general feeling of illness which lasts from 24 to 36 hours. It has been shown in many cases that this is due to the presence of a fungus known as *Aspergillus* which comes from bird droppings and can be inhaled from the dust in bird cages and huts.

Bird Breeder's Lung

A more serious disease known as "Bird Breeders' Lung" has been recognized recently. It occurs in persons

who have repeated contact with birds such as pigeons, kept in a pigeon house. The attacks are caused by breathing the air containing the dust and feathers at a time when the cleaning is done. The human may exhibit severe asthmatic breathing and cough, and there may be runny nose and eyes, while in some cases there is skin irritation. The signs are due to inhalation of the dry droppings and particles of feather. Previous contact produces sensitivity to the organic matter which is in the bird droppings. The human victim has severe coughing attacks, brings up sputum and usually has some fever. The outstanding sign is difficulty in breathing and the attacks last over a long period of time, often with considerable loss of weight.

An X-ray of the chest shows a reaction similar to a mild pneumonia scattered throughout the lung with enlargement of the glands which drain the lung. Later there may be fine scarring in the lung which impairs oxygen uptake during breathing.

Virus Diseases

A number of virus diseases can be transmitted by birds, either through the excreta or droppings, or as a result of bites of mosquitoes and other insects carrying the virus to the blood of the human. A form of encephalitis or brain fever has been known to be caused by these viruses.

Psittacosis is another disease caused by a virus found in birds such as parrots and pigeons which sometimes become sick with this infection. If man inhales the droppings or dust, he may get the disease which produces fever and cough with chills and a general feeling of illness which lasts from 1 to 2 weeks. It is often thought to be a case of bronchitis.

Samonella

The eggs of birds, such as the domestic chicken, can become infected with a dysentery germ known as Salmonella, which produces diarrhea and low grade fever. It has been known to produce minor epidemics. It has been traced to dried eggs which when used in making pastry mixes etc. has infected man.

Rarely a form of mild tuberculosis has been noted in birds known as "avian tuberculosis".

Ducks and other water-fowl have been known to infect stagnant water.

It is not uncommon, particularly in camps, to have individuals bitten by small fleas or lice which have left nests

abandoned by young birds. These fleas then invade a tent or cabin and temporarily feed on man. They produce bright red, itchy spots which are un-

No Pet Birds

The keeping of pet birds in camp should be considered seriously since the risk of infection cannot be ignored. The camper with a history of allergies should be kept away from bird cages and houses. Wild birds, dead or alive and their nests should be left alone, unless a careful inspection is made to exclude possible infestation with body parasites which might attack humans. While the risk of the above conditions developing is not great, it is much safer to observe birds in their natural state.

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CAMPING

GOES TO SCHOOL(S)

*by Bruno Morawetz, Ph.D.,
Director, Camp Ponacka*

It has taken fifty years for the educational authorities to realize the tremendous values which are inherent in a camping experience. Now that the discovery has been made, everyone in education—from classroom teachers, Teachers' Colleges, Colleges of Education, as well as the higher echelons in the ministry—is realizing that our Canadian children need to get in the out-of-doors, and they are getting on the bandwagon called **OUTDOOR EDUCATION**. If you are confused about the meaning of the term, let me console you that there is a great divergence of opinion even among those engaged in outdoor education. But in spite of this they are all agreed that the out-of-doors has tremendous potential in the educational process of the individual. Outdoor education can mean such a simple thing as taking the classroom into the school yard, or bringing a good deal of the outdoors to the inside of the classroom; it can mean taking a class of children into an adjacent park or a national park, to a farm, or to a maple sugar bush. It can mean an experience in a residential camp situation (school camping), or it can mean voluntary outings by a group—usually of high school students—into the wilderness by canoes, by snowshoes, etc.

Teaching Can Be More Fruitful

The school authorities and teachers have finally recognized that teaching

can be more fruitful if the child faces the real thing than if it tries to absorb it from an illustration in a text book, or a diagram on the blackboard. With the new emphasis on the method of discovery, teachers and school authorities have recognized that there is much more opportunity for applying this method in the out-of-doors than in the classroom.

The interest in outdoor education has become so widespread that the Ontario College of Education found it advisable to organize two conferences, the second of which was held during the weekend of November 15, 1968, at Geneva Park, on the shores of Lake Couchiching in Central Ontario. As the Chairman of the Outdoor Education Committee of the Canadian Camping Association, I was invited to attend. Camping people should be aware of the extent to which schools across our land have gone into camping.

It is difficult to predict what the outcome of this "marriage" might be, but if one allows one's imagination to roam, one could foresee developments of this kind: teachers may be advised to spend some of their vacation time in camps in order to learn more about children, and especially the handling of children in informal, unstructured situations; teachers may find it fruitful to learn how to conduct themselves with children in the out-of-doors. School

authorities may search for camps where children could be taken either on a daily or weekly basis; camps may find it advisable to winterize so that their facilities could be used during the entire year by the nearby school boards; camp-trained personnel may be needed as resource persons for school boards contemplating a full outdoor education programme.

The one thing that was perfectly clear at the Conference was that most educators riding on the outdoor education bandwagon received their initial impetus through organized camping. Most of them were former campers, counsellors, section heads or directors and they are now introducing the values of camping into the school system. The camping movement should warmly welcome these efforts because it has always believed that camping has unique educational opportunities, and it should be gratified that these are now made available to a large number of our Canadian children. Until now it has been reserved for the few well-to-do, or those fortunate enough to be sponsored by agency camps.

A Revealing Feature

One of the most revealing features of the Conference was the tremendous diversity of people who have shown an interest in outdoor education. Since education is a Provincial matter, it is necessary to organize a Conference of this kind on Provincial lines and therefore the Conference was representative only of Ontario educators. Represented were the Teachers' Colleges from Hamilton, London, Toronto, North Bay, Stratford—Colleges of Education from Kingston, London and Toronto. The Ontario Government sent representatives from its Department of Education as well as the Department of Energy and Resource Management. The Uni-

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versities sent professors engaged in such wide-ranging fields as child study, recreation, physical and health education, anthropology and geology. Representatives were present from the Toronto Island Natural Science School and the well-known Albion Hills Conservation School, as well as from various conservation authorities, like the Federation of Ontario Naturalists, Teachers, Federations, etc.

One of the main themes and purposes of the Conference was to study ways and means by which teachers could be prepared to handle classes and to provide learning experiences in the out-of-doors. Certain students from Teachers' Colleges and Colleges of Education have already attended courses in outdoor education, and one of the main topics of discussion was the ways and means by which such teacher training could be broadened and deepened.

One of the speakers was Dr. John Kirk, the Director of the New Jersey State School of Conservation. In his keynote address he elaborated on his now well-known definition of outdoor education: "Outdoor Education is the method which utilizes the out-of-doors to cultivate a reverence for life through an ecological exploration of the interdependence of all living things, one on the other, and to form a land ethic illustrating man's temporary stewardship of the land". He is one of those pioneers who has blazed the way for outdoor education south of the border and he inspired the members of the Conference with enthusiasm to follow

his excellent example. His school has trained thousands of teachers in the methods and philosophy of outdoor education.

New Developments

The newest College of Education to be established in Ontario is the McArthur College of Education at Queen's University. The Associate Dean of that school is Bill Peruniak who has become famous in outdoor education circles through his Atikokan High School Outers' Program. While he was a principal at the Atikokan High School in Northern Ontario, he began a comprehensive outdoor programme for Grade 11 students whereby they would go on an extensive canoe trip in the spring, on an extensive snowshoe hike in the winter, and during the year prepare for these exciting outings. His programme was modelled after the "Outward Bound" schools which stress primarily the development of character through pitting one's self against the odds presented by nature. The Atikokan High School programme was inspired by the rugged leader of the Wisconsin "Outward Bound" school, Bob Pieh, who has now joined the McArthur College staff, and is primarily responsible for the outdoor education of its future high school teachers.

It should be noted that several high schools in the Province of Ontario are now imitating the Atikokan Outers' programme. This adds the dimension of character growth to the more formal dimension of education. High school

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teachers graduating from a College like McArthur will be able to continue and spread these types of programmes. Before too long the impact of outdoor education should result in a much better awareness of our young people in the value of our outdoor resources and an appreciation of the fact that man must learn to live with his environment so that the environment can continue to sustain him.

In Ontario many school boards have acquired or leased buildings, or land, or both, where teachers in training, as well as classrooms, can gain outdoor experience. The London Teachers' College is now sending one hundred students a day to such an outdoor field centre. North York, which is one of the larger municipalities of Metropolitan Toronto, sends five hundred pupils every day to a leased property within its own boundaries. The property so used is, in effect, a summer camp, a privately operated day camp, and this indicates the possibilities that exist for other camps to co-operate with local school boards.

An interesting comment was made by the representative from the Department of Energy and Resource Management, a Government body responsible for the various conservation authorities. He pointed out that conservation authorities would be most pleased to collaborate with educational authorities in the use of its lands for educational purposes.

Dr. Emerson from the Department of Anthropology at the University of Toronto reported that he receives daily calls from eager teachers who would like to take their classes on a 'dig'. In all parts of our country Indian sites are being discovered and he is now training persons who will be able to take their classes on a 'dig'. He pointed out that involvement in archeology

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To those who are not familiar with the aims and purposes of outdoor education, it should be said that outdoor education is not one subject among others. It is not a subject to be crowded into an already busy curriculum; but it is a method of teaching any subject in the out-of-doors. Those who are familiar with its techniques know that you can teach arithmetic in the out-of-doors and employ the problem-solving approach at the same time. For example: a student could be asked to measure the board feet in a log, or the velocity of a stream, or any other problem that a surveyor might be confronted with. Great interest in social studies can be sparked by visiting an abandoned settlement, an old cemetery, an old mill, and both geography and history come to life in such a setting.

Tremendous Implications

The implications of this new movement for camping are tremendous. There was some serious talk about

granting credit to teachers working in a camp during the summer, and many moves are taking place whereby school boards and camp owners are beginning to talk to one another about possible year-round use of camping facilities.

The heartening thing about such a Conference is that it provides evidence of how many communities or resources are brought together in the effort of making man's continued stay on this earth more secure, and for making his mental health better by preparing him for the use of the out-of-doors for needed recreation.

The surest indication that outdoor education is on the move lies in the fact that a World Council for outdoor education is being formed and thirty-five nations have expressed a definite interest in such a body. The well-being of the human species demands that camping lend a hand in this great new development. Canadians can be proud of the great example it is setting in this field.

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THEN and NOW

by Margaret Govan

Once upon a time, in the golden age of camping, when I had a small camp, I was chief-filler-in! I was busy every day and I loved every minute of it. I put cabins to bed, taught camp craft or swimming, or umpired, or told stories. I had my finger in a dozen pies and just as many plans.

I Remember

I remember one day when I took the oldest cabin out for a day trip—their own counsellor had some responsibility at camp. I was treated as royalty for the first three quarters of an hour . . . seated on a cushion in the centre of a canoe with a back-rest, if you please. We reached the camp island and disembarked. I supervised a swim . . . yes, I had the proper qualifications. My biggest problem was that all eight had white bathing caps and a great desire to do underwater swimming. After ten minutes, I suggested surface swimming; my nerves were slightly frayed. When they had finished all eight supervised me. Then we lay and sun-bathed and talked . . . girl talk, dates and vocations, parents and hair-do's. And those appalling youngest seniors! Time had ceased to exist until somebody said her stomach was caving in, and then everybody was starving. I had to teach a little campcraft; it is amazing how quickly they can forget what they are not interested in . . . so I had to pass on the burning qualities of the wood, and make a few suggestions about the building of a fire place. But they took over the bacon and eggs and toast. I wonder how many pieces of burned toast I have eaten in my day! More sun-

bathing and a few reminders about the heat of the mid-day sun. More swimming and gunwale bobbing. More food. Real steaks. I managed by a little subterfuge to cook my own. Then a moonlight paddle back, and nobody objected to my stemming one canoe. I was sun-filled, relaxed and highly privileged to know eight senior campers better.

I took the 'appalling' youngest seniors out for Sunday tea. I watched them play 'bear' for over an hour, in the tall bracken, in a neighbouring field. All they needed was a younger programme, and less expected of them.

There was the episode of the dragon fly. (I had the very youngest cabin for nature lore.) We watched it come out of its chrysalis, all shiny and uncertain; then a large frog, hiding under a rock, made him his breakfast! That took some explaining . . . quite inadequate. So we all went in for an un-scheduled skinny, and life was more cheerful. I could go on forever.

Camp is larger now; it has to be. Over-head takes care of that. (I asked a camp director with a mathematical mind how much a counsellor cost these days, above and beyond his salary. \$167.00 per summer, came the answer.)

My Biggest Problem

But my biggest problem is my responsibilities as a director. I feel I belong to the campers. I lay the best of plans as regards the budgeting of time, with good time allowance them, in case some interview takes longer, but before I've finished my breakfast juice in the dining room, someone has come to see me . . . a questionnaire plus a reporter on the use of land for recreation purposes . . . a representative from the Department of Agriculture re garbage and pigs. 'Did I feed my garbage to pigs?'

I had been feeling very guilty that I didn't for some time; it seemed such a waste of good garbage. But he was delighted for it seems that all garbage fed to pigs has to be pasteurized in a very particular fashion.

I had five health inspectors one day . . . that was because we have a lagoon. It didn't stop the ordinary health inspection. We have a post office and so a post office inspector.

Also water authority. They want forms filled out daily. My senior hired man was all for resigning on the spot.

Also visitors to see the camp. They always come on wet days because they can think of no other way to entertain a household of youngsters in their rather restricted accommodation.

Of course, there are all the financial inspectors . . . pensions, deductions at the source, workmen's compensation,

and unemployment insurance. They know as much about small businesses as I know about computers! If I could afford to employ a first rate accountant for twelve months of the year, it would be simple. It would also cost more than my total profit! I am the responsible person; I have to see them personally.

There are also forms. I wish there were a similar contraption to a pedometer to add up all the time consumed in the filling, refilling, and correction of forms.

So looking into the crystal ball, I must make sufficient money to employ either a director or an accountant, as well as pay for everything else. So I must have a larger camp. Large camps have a vital place in children's lives, but so do small ones. I think some children are going to lose out. Or else I'll have to marry a director or an accountant!

—●

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UP!



AND AT IT!

by Bruno Morawetz, *Camp Ponacka*
and
Eanswythe Flynn, *Camp Brigadoon*

There's much to do in the way of preparation before directors can drive into camp on that first boggy trip of spring. Most of us make a check list at the end of camp, to be followed each month until June 28th or so. At this time . . . NOW . . . contacts can be made in the city, some supplies ordered, and plans for improvement and caretaking placed on the drawing board.

If you haven't already started, time is a-moverin'. Check your Conference Digests for all articles on Camp Administration and Maintenance. One in particular, in the 1967 issue, is written by Mr. Bill Swift of Camp Pathfinder; a month-by-month checklist you will find most valuable. We follow with a few more memory joggers to help you along:

HEALTH DEPARTMENT

—Apply for camp license. Carry out inspector's recommendations of previous summer. Order water-testing kits and chlorinating supplies. Order screen for windows, jon vents, etc.

PUBLIC RELATIONS

—First newsletter to parents and campers outlining future plans. Mail brochures, applications. Get in touch with staff, parents, friends, campers. Prepare slides and films for showing to parents. Check camp booklets, letterhead, application forms, envelopes for year's supply. Participate in local camping association activities. Attend leadership seminars.

TRANSPORTATION

—Make arrangements with Bus Line for transportation of campers to and from camp. Make list of necessary counsellors to act as chaperones.

GOVERNMENT REQUIREMENTS

—Order supply of T4 forms and all other necessary forms for income tax and Canada Pension Plan purposes, including application form for gasoline tax refund.

CAMP UNIFORMS

—Consult with local store or supplier for this year's supply and size range.

MAINTENANCE

- Consult maintenance overseer re building, repairs, additions, condition of docks after winter wear. Check chimneys, refill or replace fire extinguishers, fences, gates. Have jons shored up, repaired and painted where necessary. Check water lines, taps and T's for possible leaks.

KITCHEN

- Find new menus, ways of economizing without sacrificing quality. Order food supplies early, before the last-minute rush. You will then be first on the delivery list. Settle kitchen staff early. Arrange TB tests and Medical check-up. Check stoves, electrical burners and ovens, Propane stoves and tank supply, wood stoves and fireplaces for safety. Advise local Hydro office to turn on electricity for Hot water tank.

STAFF

- Advertise for staff needs, prepare job descriptions, mail applications, health forms, contracts, etc. Advise staff of necessity for health examination before camp. Invite C.I.T.'s to return.

PROGRAMME

- Check games supplies, tennis nets, court surfaces, diving board, flutter boards, reaching poles, books on programme ideas. Jot down ideas for Sunday talks; write outline of talks if possible. Have one or two themes in mind to suggest for closing banquets.

GENERAL SUPPLIES

- Order supply of lumber, paint, nails, other equipment after discussion with maintenance overseer. Sand, gravel and cement should be considered if necessary, but keep cement under cover until used. Order new mattresses for cabins, for best value rather than lowest price.

—●



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NEW DIRECTIONS IN EDUCATION

*by Elizabeth Lowry,
Senior Assistant Editor,
Office of Information Service,
Ontario Institute for Studies in Education*

An adult working with young people today—whether as teacher, clergyman, or camp counsellor—finds himself faced increasingly with conflicts that often seem beyond solution. The adolescent's traditional restlessness appears heightened, his attitude toward school turned into hostility. Little that the educational system offers him seems palatable.

Searching For Cures

Those searching for cures to the current unrest may find a valuable source of help in the work of The Ontario Institute for Studies in Education. The Institute, now four years old, is both a graduate school of education and a center for educational research and development. It is financed chiefly by the Ontario Government, is affiliated with the University of Toronto for degree-granting purposes, but is otherwise autonomous. Its staff of 550 professors, researchers, and clerical personnel occupies eleven floors of a high-rise office building at 102 Bloor Street West, Toronto, and space as well in three nearby buildings. Director of OISE is Dr. R. W. B. Jackson, who for many years headed the former Department of Educational Research of the Ontario College of Education.

Dr. Jackson and his associates are the chief architects of what they hope will be a revolutionary influence on edu-

cation. To bring this about they have assembled staff from many parts of Canada, United States, and other countries, all specializing in some field of study which has a bearing on education. Their task is to accomplish three purposes: to conduct research in education; to help put the findings of research to work in classrooms; and to conduct graduate courses in education throughout the year and during the summer.

Purpose and Programme

Although the Institute is not directly studying causes of student unrest, for example, many of its projects have the potential to shed light on and help solve problems experienced by young people. The range of research and development extends from a project in infant learning to studies in adult education that concern people whose formal schooling was concluded years ago. The Institute is concerned not only with improving courses of study in regular school systems, but also with developing programmes for educating adults, young and old, and providing special types of education for exceptional children. Because the tasks of education are complex and intricate, the Institute is made up of nine different departments, each of which approaches education from a different point of view.

Psychologists and sociologists who have studied today's growing conflicts have found that many of them originate in the so-called "inner cities" of our ever-expanding urban centres. Children from homes in these lower income areas are at a sharp disadvantage in school, eventually drop out, and become problem cases, perhaps for the rest of their lives. Frequently a vicious circle is created and the children of these people are unable to live normal lives. One Institute project which tries to get at the root of this social abscess is a unique experimental programme with a small group of children from a downtown Toronto area. This programme, headed by Dr. Carl Bereiter of the Department of Applied Psychology, aims at giving children from these disadvantaged homes a better preparation for Grade 1. Bereiter's approach is to provide the children, all five-year-olds, with ten hours a week of intensive academic work, carried out along with a regular kindergarten programme.

Development

The Bereiter programme tries to develop into these children an ability to form ideas and use language, so they can enter Grade 1 on an equal footing with children from homes with greater cultural advantages. The class work includes regular periods in language, motor coordination, reading, refreshments, and mathematics. The language programme, an especially important one, aims at making the children able to grasp the ideas of size, location and use, and understand the relations between them. This year the programme is being tested in eleven classrooms in the Metropolitan Toronto area.

In an associated pilot project, a class of fifteen youngsters of immigrant parents, whose primary difficulty is learning a second language, is receiving

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special attention. These children show some of the characteristics of the culturally deprived pupils, but do have a facility in their native tongue. Research of this kind is especially important in Toronto with its large immigrant population. Children of immigrants frequently flounder around elementary school for a few years, at a loss to adjust to a new culture and a new language; this new course will make a special attempt to help them.

Motivation

The Applied Psychology Department is also conducting research into motivation, since without it obviously a pupils' learning and performance will suffer. Projects have been started to determine, for example, whether a series of "psychological benchmarks" could be discovered in a child's makeup. These benchmarks might indicate to educators when a child is ready for formal teaching and also give some clues about the order in which materials ought to be taught. This study could produce important results for curriculum design and for the types of experience to be provided for a child.

Several staff members of the same department are studying the question of how a child sees his place in the world generally and specifically in a learning situation like the classroom. They are also trying to find out how the child acquires his attitudes about himself, his work, and the adults about him; and how he tries to "get through" to others. Two other sets of studies are concerned with ways of coping with low levels of academic aspiration of students or with students who are obviously performing below their capacity. Group counselling is used to help the student work out for himself why he isn't doing as well as he can, and to help him realize that often the remedy lies within his own grasp. The Depart-

ment has a well developed programme to train school guidance counsellors. Many Ontario teachers take practical courses during the year and in summers to learn how to become more sensitive to the needs and unexpressed desires of adolescents and assist in guiding their energies into constructive channels.

A new department of the Institute focuses on the application of sociology to education. Staff of this department hope to find out what are the social factors involved in school drop-out and retention, educational aspirations and achievement, social change, creativity and moral development. Clearly, these are key elements in contributing toward an increased understanding of the conflicts between young people and the society in which they find themselves.

Disabilities

Many young children are never able to cope successfully with school work because of some specific disability. They may have trouble learning to read, be unable to adjust emotionally, or suffer from impaired vision or hearing. Research into their problems is carried out at the Institute's Educational Clinic. A wide variety of approaches and modern equipment, including videotapes, is used to investigate these problems and find ways to help the children overcome them. A new project in the Clinic attempts to improve the learning of English by adult immigrants through evening sessions in the schools. The programme is based on a theory that social factors play a large part in the learning of a second language.

The Institute's Department of Adult Education approaches learning problems from a different point of view. In Canada, there are thousands of adults whose education is minimal or who find that the education they do have is insufficient. This group is a potential source

of conflict: many of its members are perhaps unemployable, seriously mal-adjusted and potential welfare cases. Adult education provides a constructive way of alleviating these conditions. The Department is also attempting to prevent problems from developing by the services and assistance they are making available to the new Community Colleges for Applied Arts and Technology. These community schools are vocationally oriented and provide post-secondary educational opportunities for thousands of young people who do not go on to university but who need specialized skills in today's technological society.

Personnel

Because the field of adult education is so new, it is extremely difficult to find qualified teachers and counsellors. The Adult Education Department is trying to fill this vacuum by offering a special certificate programme which includes studies of adult education from a variety of points of view. This course is open to mature men and women who are engaged in or expect to be engaged in some responsible position of adult education. They may lack the academic requisites for post-graduate work but show evidence of being able to tackle advanced studies. They are accepted in this programme, after careful screening, for an academic year of full-time study. The course stresses discussion of specific problems and attempts to relate the academic course content to the particular needs of each student.

The Department of Educational Administration carries out research and development programmes into the organization and social context of schools. Some studies are trying to convey a proper understanding of the role of the school in transmitting the social goals, values, and attitudes that are formed in society. One study is investigating the

situation of lower class children in Ontario schools, to see whether they are at a disadvantage, and if so, what remedies can be found.

Another important area of study being carried out by Educational Administration is that relating to school district size and educational quality. In an era when schools and school districts are becoming larger and larger, it is important to see whether this increase in size has a good or bad effect on the quality of the education and on the kind of student produced.

In addition to all the studies and projects described above, the Institute is engaged in a wide range of programmes designed to improve the quality of teaching and learning in particular subjects. Investigations have been made into the teaching of English, mathematics, history and geography, the creative arts and science to see whether more challenging courses of study can be devised.

The inescapable fact of change, which is affecting every aspect of our modern society, has produced a rapid shifting of one way of thinking and organizing our lives to another. Educators must equip the child to face, and cope with, an environment which every day incorporates new and startling facts. OISE was formed in an attempt to keep education abreast of this acceleration of change, and it must discover practices which are not only adequate now, but adequate twenty and thirty years from now. The research being carried out, since it approaches the problem of educating youth from many angles, will perhaps over the course of the years yield some solutions to the pressing problems we experience today.

—●



Camping in the North

"You mean you really have camping in the Northwest Territories?" — "Why, of course; we've been at it for four years."

It All Started

It all started in 1965 when a local member of the clergy from Yellowknife decided to take a group of "toughies" into the bush for a couple of weeks. The children really loved their experience in the great outdoors, and wished to see it repeated the following summer. So, things began to swing, and an organized camp was formed. At the same time, another little town called Fort Resolution had heard about this and wanted to do the same. In no time at all, both towns of Yellowknife and Fort Resolution had their camps ready for the summer. Leaders were hired from the "South" and also from the local areas. A workshop was held so that leaders would be better prepared for their summer duties. Another town named Hay River, the "Hub 'o' the North" caught wind of what was brewing, and decided to send some representatives both to the workshop and to the Yellowknife camp. Here again, the local clergy were promoting the whole idea of camping. Yet these camps were intended to be non-denominational, and they were run in such a fashion.

1966 was the summer when the camps really got under way with some kind of structured organization. The

by Jean-Paul Patinaude

town people started to get interested and realized that they as well as the clergy should do something for the children. Finally, the N.W.T. Camping Association really became a community endeavour. Committees were formed, money was raised and co-operation was extended from all sorts of organizations, mostly from the N.W.T. Department of Recreation. Where do we stand now? Well, there are two existing associations: Young Campers Association (Yellowknife) and Centennial Campers Association (Hay River). Fort Resolution has abandoned the camps for special reasons.

Why?

One would wonder why we would have camping in the North. "But don't you live in the bush?" People in the Northwest Territories live in small communities where they have a school, store, post office, theatre, church. The comforts of life are close to what people enjoy in the "South". So the children are not that used to living in the bush. It is a good thing for them to get out

during the summer and enjoy the riches of Nature. The terrain is just grand in the North. Scores of lakes, trails, animals and the temperature is great. During the months of May and June, we enjoy nearly total daylight all the time. The sun merely sets in order to jump up again. It is quite hard to play "night games"! Also, many Indian children do not necessarily live in the best of conditions in their homes. This is a fact, and we must face it. An occasion to go camping can mean three square meals a day, good sleep, great physical exercise, training in various skills which are often dormant and need only to be awakened by some friendly instructor. So, as you can see, it is not ridiculous to have camping in the North. It's the best country in the world to have it. Even the Scouts decided to have their 1968 Jamboree at Prelude Lake, one-half mile away from our Yellowknife camping area!

According to the Terrain

The camps in the N.W.T. are geared according to the terrain, which will require a special type of camping. It's no use thinking about horseback riding (no horses here) or sailboating (water is too cold) or surfing (small lakes) or water skiing (we have great waters for canoeing). Everything is concentrated on the great outdoors: hiking, canoeing, archery, swimming, riflery, games in the bush, campfires, outdoor cooking. We stress hiking and canoeing very much: the boys leave for two or three days at a time. The hikers will walk out to a determined point where they will meet the canoers. Then they trade places. The hikers paddle back and the canoers hike back after passing the night together on some point quite far away from camp. Of course, the fishing is fantastic. This allows a menu of fresh fish whenever you want it. There are also a few ducks which come along and

ducks are delicious. This summer, we even enjoyed eating bear meat: three bears came around our camp and we had strict orders to kill them on sight, which were not necessarily unpleasant orders!

Our Set Up

Our material set-up consists of tents of all shapes, sizes and colours, though Hay River (their camp is at Sandy Creek) has wooden cabins. Tents are cool at night, but they make it possible to change the campsite within a few days. Access to the camps is easy in Yellowknife since we have a road (twenty-one miles) but in Hay River, the Great Slave Lake is the normal route; or else we walk four miles in the bush in the company of flies and mosquitoes. The latter are mean creatures. They do not let us rest and it takes quite a while to get used to them; but it's all part of camping. Knowing that the set-up is of this nature, you would understand that we have running water (we run one-half mile to get it), showers (the only showers we know are rain showers) and the rest of it. But it's just great. The contact with nature is very intimate and you must learn to make the best use of what you have. The boys gradually learn this as the camp goes on and it's a great experience for every one of them. They find the first days at camp pretty rough; but they do not want to go home once camp is over.

The Staff

Members of the staff are primarily recruited in the Territories themselves though help from the outside has already been sought as a launching power. The members of the committees want a local staff and they now have a core of leaders which they hope to keep. Students have already been sent to Banff or Edmonton for special training in various branches such as canoeing swim-



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ming, orienteering. The native staff members are very gifted in nature activities such as hiking and canoeing for the boys and games and leather handicraft (beadwork and moccasins) for the girls. Approximately one-half of the camping personnel is Indian: no segregation here. All counsellors and directors learn to live under the same roof in sometimes hard conditions of life. It's a "share and share alike" job. These counsellors are always on duty during the whole period of the camp. There is a day off in between camps only! It's exacting though a great occasion to test the sense of responsibility. Up to date, the experience has proven more than satisfactory: teamwork is the password, and because of teamwork, we are able to overcome our problems of rough weather, cold water, flies and mosquitoes, certain "racial problems" which might arise during the camp since we have a mixture of Indian, metis and white, all coming from different milieux.

Camping in the North is a challenge and a pleasure. I am proud of all that exists here, and hope that there will be even more co-operation between the North and the South in the future. We have so much to learn from each other.

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NEWS FROM THE PROVINCES

Mrs. W. L. Russell of the British Columbia Camping Association Executive tells us that during the past season, visitation teams went to fourteen camps, and had two long sessions trying to sort out a method of rating these.

Teams of two or three persons used a questionnaire which they supplemented with a written report. These reports are now to be turned over to a Review Committee of three. It was quite difficult to find people for this who are knowledgeable about the camping field and yet not directly connected with the camps that were visited. But I think we have them now and I hope they don't find the job too arduous."

We have asked Mrs. Russell if, when the Review Committee has completed their task, we might have something for "Canadian Camping" on their findings.

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